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| Technology Integration for Meaningful Classroom Use |
| Daily Lesson GAME Plan |

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| Lesson Title: Who We Are: environment, terrain, natural resources, weather patterns, and culture in our neighborhood and another part of the world. | Related Lessons: What are the different types of weather and how do they affect our lives? |
| Grade Level: Primary Students (K-2) | Unit: Weather |

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| GOALS |
| Content Standards:  Science Content Standards:  Standard 1.0.A.1. Raise questions about the world around them and be willing to seek answers to some of them by making careful observations.  Standard 1.0.A.1.b. Seek information through reading, observation, exploration, and investigation.  Standard 1.0.A.1.c. Use tools to extend their senses and gather data.  Standard 5.0.B.1.a. Recognize and describe temperature changes of the land, air, and water using senses and thermometers.  Technology Literacy Standards:  Standard 3.0.A.1. Explore and use technology tools in an instructional setting for learning.  Standard 3.0.B.1. Explore and use technology in an instructional setting to encourage collaboration.  Standard 4.0.A.1. Explore how technology is used for communication. |

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| ISTE NET-S |

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| X 1.Creativity and innovation | X 4.Critical thinking, problem solving, decision making |
| X 2.Communication and collaboration | X 5.Digital Citizenship |
| X 3.Research and information fluency | X 6. Technology operations and concepts |

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| Instructional Objective(s): The students will learn about different weather patterns from around the world. The students will participate in an online education network to communicate and collaborate with students from another part of the world. The students will discuss their weather patterns and how these patterns affect their lives. This experience is designed to help students expand their understanding of the world around them and become more aware of other people and cultures. |

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| ACTION |
| Before-Class Preparation: Verify that we can use e-Pals in our classroom as an educational networking opportunity for our students. Once approved, obtain the guides for teachers and students, register with e-Pals, and join the online collaborative effort called *The Way We Are: An Introduction to e-Pals* <http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview> .  Make contact with our collaborative partner teacher and discuss our intentions and come to an agreement on how to manage the discussion between classes and students. |

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| During Class |

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| Time | Instructional Activities | Materials and Resources |
| 30 min  30 min  30 min  30 min  30 min  60 min  60 min for each e-mail  30 min for each e-mail | We will explore our global map and locate the area that our e-Pals partner class lives. We will discuss what the map tells us about the area and the terrain.  We will go to the library to locate books on the area of interest.  We will explore, whole group using online resources and the smartboard, our partners environment and learn about the terrain, natural resources, weather conditions, and their culture.  Students will use library books in small groups (2-3 students) and work collaboratively to collect information about our partners environment, terrain, natural resources, weather conditions, and their culture.  Introduce the students to e-Pals using the smartboard and model the processes while sending an e-mail to our partner teacher.  Introduce the students to their e-Pal partner.  Proceed through the e-Pals global community project The Way We Are email exchange calendar.  Students will track student partners responses in a reflection journal. | Global Map  Library books  Online resources using the classroom smartboard  Library books  e-Pals and smartboard  e-Pals  e-Pals calendar  [http://www.epals.com/ projects/info.aspx? DivID=TheWayWe Are\_Calendar](http://www.epals.com/%20projects/info.aspx?%20DivID=TheWayWe%20Are_Calendar)  Student project reflection journal |

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| MONITOR |
| Ongoing Assessment(s): Ongoing assessments will be made using anecdotal observations, working closely with each student through short conferences, and student reflection journals.  Accommodations and Extensions: In order to provide accommodations for all students, they will work in small groups to learn to work collaboratively as they explore the area of interest through both online resources and library materials. We will also view streaming videos about the area we are working with. Students will work with adult volunteers during the composition and transmission of their e-mails to their partners. |

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| EVALUATION |
| Lesson Plan Reflections and Notes: The students will participate in the e-Pals e-mail communication project.  \* <http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview>  \* <http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_elements>  \* <http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_Calendar>  The final project is a classroom mural of our e-Pals environment, terrain, natural resources, weather patterns, and what they like to do, along with our environment, terrain, natural resources, weather patterns and what we like to do. The completed assignment is assessed with the use of a rubric that addresses each component. |